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to the fund, the crudity of the Congressional view of this form of the protective insurance problem is manifest. The pay in the average grades of our Civil Service is so much more liberal than that given by any other government that it does not seem probable that a two per cent. assessment funded at four per cent. can yield more than a half-pay annuity with the best of management. That phase of the problem has not, however, been attacked, the statistics of pay by classes and individuals in the several departments never having been collated. The House will make a serious and honest effort to frame a workable bill, and the vote on the measure, particularly in the Senate (where Senator Lodge introduced the House bill by request), will depend on the activity and earnestness with which the friends and prospective beneficiaries of the project make their demands known.

E. BREWER.

THE SOLUTION OF THE TWENTIETH CENTURY CITY PROBLEM.

In his very able and interesting book, *The New Era*, Dr. Strong, Secretary of the Evangelical Alliance, conclusively proves that the future of society depends for its safety on the general acceptance and practice by the individual members of society of the teachings of Christ. The logic of *The New Era* in proof of that statement seems incontrovertible. He argues not for doctrine but for the carrying into "the daily walk and conversation" of each man and woman the great commandment, "Love thy neighbor as thyself," and of the divine injunction of the Lord Jesus, "Do unto others as ye would that they should do unto you."

In his article in the REVIEW for September on "The Problem of the Twentieth Century City," after showing the tremendous and almost unavoidable dangers which will confront society in such cities, he states:

"The problem of the twentieth century city, therefore, demands for its solution a higher type of citizenship, for which we must look chiefly to those who direct the education of the young. Evidently our public schools must give to the children and youth of to-day such instruction in the duties and principles of good citizenship as earlier generations did not have. Literature dealing with American citizenship, adapted to all ages, from the high school down to the kindergarten, should be absorbed by the scholars until an intelligent civic patriotism becomes a matter of course."

Every student must acquiesce in the statement that "the problem demands for its solution a higher type of citizenship." Also that our public schools should give the children and youth of to-day the best instruction in the principles of patriotism and good citizenship. The inference which must be drawn from his statement that earlier generations did not have such training as makes the best citizens, is scarcely warranted, nor will it be borne out by a study of American life from 1740 to 1840. On the contrary, a study of the home and school life of American children of that century will show that the moral and religious training of the youth was of such a kind as produced the best and safest class of men and women.

The inference which must be drawn from Dr. Strong's article, that in the education and training of the youth of the present day there is a lack in the schools of the quality of teaching which is necessary to make the best citizens out of the rising generation, is warranted, I believe, by observation and by study of our educational system. He might even have gone farther and stated that the early home life of a great majority of American children

to-day, especially in the cities, is rather more unfavorable than favorable to the development in the young mind of the best ideas of citizenship and patriotism. I feel sure that if Dr. Strong were asked the question: Can you inculcate in the youth of our land the highest ideas of good citizenship without thoroughly imbuing them with the fundamental principles of Bible truth and Christian practices? he would unhesitatingly answer no.

The passage which I have quoted from Dr. Strong's article might better have been framed in some such terms as these: "The problem of the twentieth century city, therefore, demands for its solution the highest type of citizenship, and for it we must look chiefly to those who direct the education of the young. *The children and youth of to-day must be given such instruction in the truths of the Bible and Christian precepts, and in the duties and principles of good citizenship, as will prevent them in mature years from swinging from their moorings and being swept into the maelstrom of social and religious depravity, which threatens to engulf the civilization of the future.* Literature dealing with American citizenship and pure, religious truths, adapted to all ages, from the high school down to the kindergarten, should be absorbed by the scholars until an intelligent civic patriotism becomes a matter of course."

I hope that Dr. Strong will pardon my correction, as I feel sure that there is no disagreement between him and myself as to the necessity of having the youth of our country as thoroughly imbued with Bible teachings and truths as possible.

Conceded that only the highest type of Christian life can save the civilization of the next century, and that there is a decline in Christian teaching and influence, then that decline must be checked, and that teaching and influence largely increased, or the present form of society and economic organization will be swept away. And what shall we have in its place?

The questions we have to solve then are these: How can the present decline in religious teaching and influence be checked; and how can such teaching and influence be increased to such a point as will preserve the great cities of the next century from depravity, degradation, and destruction?

Christian preachers of all denominations admit that the average church attendance is small and indicates a lack of due religious sentiment among adults. In some religious circles there is almost despair over that fact. There seems to be no prospect that the grown persons of the present generation will be brought under the necessary religious influence. In the minds of our youth, then, must be inculcated the proper principles of religion, citizenship and patriotism. How can our youth best be reached? If the adults of the present age are not as religious as the needs of the hour and of the future require, will the children receive the proper religious training, if they receive none except in the home circle?

I do not believe for a moment that any religious teacher will say that at present, in the average home of the land, the child receives that religious training and discipline which takes sufficient lodgment in the mind. The average parent does not take the time, nor has he the inclination, to train the mind of the child in the truths of the Decalogue, the Lord's Prayer, Christ's great commandment of brotherly love, and the Apostles' Creed; and unless the truths of these are firmly planted in the mind in early life their influence on the life in mature years is of necessity very limited.

The child whose only home religious training is a scant blessing and a short prayer at family worship is very apt to be but little impressed with

religious truths and duties. How many hundreds of thousands of them never even hear the scant blessing and the short prayer?

Most of the States of the American Union have now compulsory education laws, and it is very hard for a child to escape a certain amount of education up to its fourteenth year. If a part of that education were made up of teachings from the Bible, and of the instilling into the mind of the child the true meaning of Christ's great Declaration, "Do unto others as ye would that they should do unto you," the youth of our country would in a few years be grounded in such principles of right living that any threatened collapse of society would be averted, and in a third of a century a spirit of patriotism founded on Eternal Truth, earthly charity and justice, would be so diffused throughout the land that the preservation of society, through the great humanitarian principles of Christ's teachings, would be assured.

The principle of religious teaching in the public schools is one that meets with intense opposition on the part of the public, and is disapproved of by most teachers. I am firmly convinced that one of the greatest blunders that have been made in our country in the last half century has been the failure to educate the American youth in Bible truths and teachings, and the result of such failure may bring disaster.

The Catholic Church has insisted that it is its duty to educate the children of parents of the Catholic faith in such a way as to fix religious truths in the youthful mind. For this it has been assailed by the non-Catholic population, and Catholics have even been charged with being enemies of the liberties of the people and of the flag. Any careful observer in the city of New York can see that the only people, as a class, who are teaching the children in the way that will secure the future for the best civilization are the Catholics; and, although a Protestant of the firmest kind, I believe the time has come to recognize this fact, and for us all to lay aside religious prejudices and patriotically meet this question.

On every side is heard the statement that there must be a reorganization of society. Ten years ago the man who made that statement was considered an enemy to the public peace. To-day the statement is listened to by the people with respect, and accepted by many. Thousands of the best thinkers of the land believe in and predict a change in our economic organization. Hundreds of thousands of workingmen cast their ballots in the last Presidential election for Mr. Bryan because they believed that he stood for such a change. The line between capital and labor is commencing to be drawn at the polls more than at any other place, and if a majority of the ballots are cast in resentment and in a spirit of class hatred, then we shall have reached a situation fraught with the utmost danger to these United States of America, by the grace of God free and independent.

I repeat what I said above: "The children and youth of to-day must be given such instruction in the truths of the Bible and Christian precepts, and in the duties and principles of good citizenship, as will prevent them in mature years from swinging from their moorings and being swept into the maelstrom of social and religious depravity, which threatens to engulf the civilization of the future." Such instruction can only be given successfully by an almost entire change of policy and practice on the question of religious teaching in the public schools, and the encouragement of private schools in which sound religious teaching is given.

AMASA THORNTON.